GENDER DIFFERENCES IN LISTENING STRATEGY USE: CORRELATION WITH LISTENING PROFICIENCY

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Abstract
Studies have shown contradictory results regarding the influence of gender on listening strategies and the correlation between listening strategies and listening proficiency. Some research has found a correlation between students' listening strategies and their listening proficiency, while others have not. This study aims to investigate whether there are gender differences in the listening strategies employed by English Language Education (ELE) students and whether there is a correlation between these strategies and listening proficiency. A quantitative correlational design was used, involving 94 ELE students from the 2021 cohort at a public university in East Java. An online questionnaire with 24 items from the Listening Strategies Questionnaire (LSQ) was utilized to assess listening strategies, while scores from the UKBIng (English Language Proficiency Test) represented students' listening proficiency. The findings indicate no significant gender differences in the listening strategies employed, with a significance value greater than 0.05 and cognitive strategies being the most commonly used by both male and female students. However, a significant correlation was found between listening strategies and listening proficiency, with a correlation coefficient of 0.311. The study suggests enhancing the teaching and learning process by incorporating additional strategies beyond cognitive strategies to improve listening skills.

1. Introduction

Listening is a skill that is vital to be acquired in order to learn as well as teach English as a second language (ESL). This statement implies that developing listening skills is important to the language learning process. Despite its importance, acquiring proficiency in listening is a challenging task, particularly in circumstances where English is acquired as a secondary or non-native language. English language learners frequently encounter difficulties when attempting to comprehend lectures or conversations. Learners often struggle to listen to spoken English due to insufficient exposure and practice, as well as the need to interpret oral input, rely on their background knowledge and second language, and navigate various listening characteristics.

O'Malley and Chamot (1990) reveal that for the purpose of developing an understanding of the aspect of listening, language learners must engage in active processing by establishing connections and associations with their prior knowledge. Therefore, it can be concluded that students need to use listening learning strategies. Therefore, according to Bagheri and Karemi (2014), learners must employ learning listening strategies properly in order to understand auditory information. In the process of acquiring proficiency in a second language, this particular step has a crucial role since the absence of these effective strategies is likely to negatively affect students' listening comprehension, leading to a variety of challenges and obstacles (Mendelsohn, 2006).

Learning listening strategies are utilised by students in order to develop their listening abilities, hence, they play a significant role in how effectively they learn. Numerous studies have examined learning strategies in order to identify the specific strategies that can enhance learning, particularly in the context of listening skills. One of the most important components is listening strategy, which plays an essential part in determining listening proficiency (Bao, 2017; Mohseny & Raesi, 2009; Rofiq, 2021; Zuhairi & Hidayanti, 2014). A strategy is the choice a listener makes as well as the techniques and behaviours they adopt to engage in effective and thorough listening. O'Malley and Chamot (1990) identified three primary categories of learning strategies, which are differentiated based on the information-processing model.

The three types of strategies are cognitive strategies, metacognitive strategies, and social/affective strategies. In general, cognitive strategies are commonly utilised to directly manipulate incoming information in order to optimise the process of learning. However, it is crucial to note that the application of these strategies may be limited to a certain type of task within the learning activity. Further, cognitive strategies are characterised by their ability to regulate input or employ a specific set of skills in order to accomplish a particular assignment. (Kitakawa, 2008). Kassem (2014) found that the most effective strategy that students employed was cognitive strategy. The next strategy is the metacognitive strategy, which is in the context of either receiving or producing language. The components that can be included in this context

are selective attention, planning, monitoring, and evaluation, among others (O'Malley & Chamot, 1990). Rasouli, Molakhan, & Karbalaei (2013) found that metacognitive strategy training can enhance learners' listening comprehension, and if teachers adapt these strategies to meet students' special needs and academic learning, they can significantly improve their language proficiency and listening achievement. The last strategy is the social/affective strategy, which refers to the way students engage in interaction with fellow learners and those who are native speakers of the language (O'Malley & Chamot, 1990). Social/affective strategy refers to a variety of approaches that involve interpersonal engagement or idealistic control of influence. Collaboration, self-reflection, and self-talk are commonly observed as social/affective strategies. Manoli and Bekiari (2015) found that integrating social and affective strategies into classrooms can help learners reduce anxiety, promote social skills, organise efforts effectively, and foster independence and self-regulation in and outside EFL classrooms.

Serri, Boroujeni, and Hesabi (2012) examine the correlation between learners' listening strategies and their cognitive, metacognitive, and social/affective strategies. The result of the study that was done indicated a correlation that is significant when measured statistically between motivation and listening strategies, while also highlighting the influence of learning style on these strategies. This study also discusses gender differences as the variables in their study, and there are no significant differences between listening strategies and gender differences. According to Canadian Institutes of Health Research, gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society.

However, Trang (2022) found that there are gender differences in listening, therefore, it is possible that there may be variations in outcomes observed among different groups of genders, perhaps even depending on the circumstances of the specific listening tasks or listening assessments employed. In addition, according to Teshome (2007) the utilisation of listening strategies in the classroom reveals gender differences, which hold important implications for the implementation of listening lessons. Due to the fact that the listening strategies used by

students of each gender are different, it may be challenging to provide opportunities for each gender to apply those strategies in mixed-gender classrooms. Zuhairi and Hidayanti (2014) also find that there are significant gender differences in how intensively each gender uses various categories of overall listening strategies. Mianmahaleh and Rahimy (2015) also found that there appears to be a correlation between the number of listening strategies that are used and the difference that can be seen between male and female listeners when it comes to implementing listening strategies.

Several studies have explored gender differences in listening strategy preferences and their correlation with listening proficiency. Bao (2017) conducted an empirical study focusing on how listening strategies are used by students, highlighting gender differences in strategy use, which impacts classroom practices. Mianmahaleh and Rahimy (2015) also examined gender differences in listening strategies and found a correlation between the number of strategies used and gender differences in their application. Conversely, Ridha, Daghir, and Abid (2010) found no significant differences between male and female students in the use of listening strategies. Mohseny and Raesi (2009) observed a significant positive correlation between students' listening proficiency and their use of listening strategies.

Recent studies have shown varied results regarding gender differences in listening strategies. Dölek (2022) and Ridha, Daghir, and Abid (2010) found no significant impact of gender on the use of listening strategies. However, Teshome (2021) and Zuhairi & Hidayanti (2019) found that gender differences do affect the listening strategies employed. Mianmahaleh and Rahimy (2015) noted that the difference in strategy use between genders was related to the quantity of strategies employed.

To address these gaps, the present study utilizes the framework of cognitive, metacognitive, and social/affective strategies as proposed by O'Malley and Chamot (1990). This approach contrasts with earlier studies that used different strategy categorizations. The study also incorporates recent research findings, such as those by Bidabadi and Yamat (2021), Kassem (2022), and Yulisa (2023), who found a correlation between listening strategies and listening proficiency, while Golchi (2021), Hidayanti and Umamah (2020), and Zuhairi & Hidayanti (2021) did not find such correlations. Given the predominance of studies conducted in contexts outside Indonesia, such as Turkey, Iran, and Iraq, this study contributes to the field by analyzing gender differences and the correlation between listening strategies and proficiency within the Indonesian context at a public university in East Java. Thus, the research questions were: (1) Are there apparent differences in the listening strategies employed by female and male students in the context of English Language Education (ELE)? and (2) Is there a correlation between English Language Education (ELE) students' listening learning strategies employed and their proficiency in a foreign language?

2. Method

2.1. Research Design

The present study focused on the differences between genders in the use of listening strategies and the correlation between listening strategies and listening proficiency. To achieved the objectives of the present study, a quantitative method was employed. The present study employed a correlational design because it aims to determine whether there was a correlation between the different study variables. Latief (2017) mentioned that “correlational research designs are used to measure the correlation of two or more variables (how closely the two variables are related)”. The variables in the present study were English Language Education

(ELE) students listening learning strategies between female and male students and listening proficiency of a foreign language.

2.2. Respondents

The present study was conducted at a public university in East Java. The population was the ELE students' cohort of 2021. There were 123 ELE students' cohort of 2021 who agreed to take part in the present study. The participants were chosen because they had passed some courses such as Intensive Course (IC), Intermediate Listening, and Advanced Listening, and they had successfully completed the UKBIng test. UKBIng was an English proficiency test conducted by a public university in East Java to measure students' level of English proficiency. Usually, UKBIng is used as one of the graduation requirements, namely for the graduation registration (as a requirement for taking the diploma). In this section only listening scores from respondents are required. The data was further analyzed through the utilization of independent sample T-test statistics and correlational statistics in the SPSS 22 software program. This analysis aimed to find the differences between two variables and to ascertain the level of correlation between the two variables.

The present study used the purposive sampling, also known as judgmental sampling, is a non-probability sampling technique where units are chosen based on their specific characteristics, relying on the researcher's judgment to identify individuals, cases, or events that provide the best information for the study's objectives. The purposive sampling was used in the present study, based on the population being considered. Then, the sample is calculated using the Slovin formula. The results of the calculations indicate that 94 students should be used as samples.

$$n = \frac{\mathrm{N}}{1 + \mathrm{Ne}^2}$$

Slovin Formula Note:
n = Quantity of samples N = Total population
e = Error tolerance (level).

2.3. Instruments

The data in the present study was collected using a questionnaire. The Listening Strategy Questionnaire (LSQ) by Maeng (2006) was the questionnaire instrument adapted in the present study. In the first section of the present study's questionnaire, participants were requested to provide their personal information, including their name and student ID number. In the questionnaire's personal information section, the present study has included gender options as they are relevant to the present study, which aimed to investigate gender differences.

The following section of the present study's questionnaire consisted of inquiries that provided insights into the listening strategies utilised by the participants. The LSQ by Maeng (2006) is in this section to find the listening strategies employed by students. The 42 items LSQ by Maeng (2006) have been adapted for this study so that there are just 24 items total, which were divided into three categories based on the strategies that are currently in use: cognitive, metacognitive, and social/affective strategies. These strategies were presented by O'Malley and Chamot (1990), and the present study employed the strategies. Furthermore, it was decided to employ the strategies because the three strategies are distinguished in accordance with the information-processing model. The subcategories of indirect strategies include categorization, metacognitive, and social/affective, whereas the subcategories of direct strategies include cognitive strategies. In the present study, there were a total of fourteen questions assigned to

cognitive strategies, ranging from 1 to 14. Additionally, metacognitive strategies were assessed using five questions, numbered 15 to 19. Lastly, there were five questions allocated for social/affective strategies, corresponding with numbers 20 to 24. Hence, the Listening Strategy.

Questionnaire in the present study comprises a total of 24 questions that utilize a Likert scale that ranges from 1 to 4. If a student achieves a score of 4, it indicates that he or she consistently utilizes the strategy. If a student achieves a score of 3, it indicates that he or she uses it the majority of the time. If a student achieved a score of 2, it meant that they used the strategy occasionally. On the other hand, if they obtained a score of 1, it meant that they had never utilized the strategy. The last section of the questionnaire for the present study asked about the respondents' listening score on UKBIng.

2.4. Procedures

The questionnaire that had been made in the Google Form was shared online using the Messenger platform, namely WhatsApp. The present study author then sent the questionnaire link to group and private chats with ELE students in Cohort 2021 on the aforementioned instant messaging program, along with the responses. The present study author briefly introduced herself and discussed the subject and objectives of the study with the participants before they completed the questionnaire. Furthermore, a WhatsApp number and email address were included in the questionnaire so that respondents could contact her if they had any questions about the questionnaire. More details about the present study questionnaire will be attached in the appendix.

2.5. Data Analysis

The present study used quantitative analysis consisting of descriptive statistical analysis and inferential analysis to analyze the data. After collecting data from all respondents, the present study author grouped the data based on the variables from entirely respondents, presented data for a piece variable reviewed, and calculated answers to the interpretation. Data analysis remains used to govern the validity of the variables. There were some tests that needed to be done in order to conclude the study. The questionnaire was tested first to confirm its validity and reliability through the SPSS 22 software program. Ultimately, the data was examined to reveal the correlation between the listening learning strategies that ELE students employed and their listening proficiency. The correlation was analyzed used the SPSS 22 software program. An independent sample T-test was used to find the differences that ELE students employed between genders in the use of listening strategies. Then, Spearman's rank correlation coefficient, or Spearman's ρ (rho) formula, was applied to reveal the correlation between the strategies that students used and their listening proficiency. The present study used Spearman's ρ formula because, according to Rebekić et al. (2015), Spearman's ρ evaluates the accuracy of a monotonic function in describing the relationship between two variables. Moreover, according to Laerd Statistics (2020), Spearman's ρ is a statistical measure that assessed the strength and direction of the relationship between two variables that were measured on an ordinal scale or higher. It was a nonparametric statistic. This test was able to accept ordinal variables or continuous data that failed to meet the assumptions required for Pearson's product-moment correlation.

To show the analysis's output, there were two tests to be conducted: null hypotheses and alternative hypotheses. The null hypotheses implies that there was no correlation or significant relationship between both variables. Alternative hypotheses indicate that there was a correlation or that the correlation was significant between the two variables.

To reveal the result, tests needed to be conducted to show whether the null hypothesis was accepted or rejected, and so on. The tests also needed to be conducted at an alpha level of 0.05. An example of accepting or rejecting the null hypothesis will be shown here: the null hypothesis was rejected if calculated Sig. (2-tailed) < 0.05, or the null hypothesis was accepted if calculated Sig. (2-tailed) > 0.05.

To imply the test for the study, it would be: (1) There was a correlation between ELE students' listening strategy and their listening proficiency if calculated Sig. (2-tailed) < 0.05; and (2) There was no correlation between ELE students' listening strategy and their listening proficiency if calculated Sig. (2-tailed) > 0.05.

3. Finding and Discussion

3.1. Findings

The findings of the present study are derived from the research question that is presented in the present study. However, prior to examining the answers to the research question, the present study author needs to conduct several tests using the SPSS 22 software program. These tests include descriptive analysis, validity analysis, and reliability analysis.

3.1.1. Descriptive Analysis

First of all, the statistics of the collected data needed to be shown descriptively to be interpreted. The information that is shown consists of the mean, median, mode, minimum, maximum, sum, and standard deviation of the data. This analysis provides descriptive information about the participants' listening strategies and their listening proficiency. The analysis findings are presented in the following table:

Table 1. The statistical score of Listening Questionnaire (LSQ) of cognitive strategy

Cognitive		
N	Valid	94
	Missing	0
Mean		45.33
Median		45.50
Mode		45a
Std. Deviation		4.540
Minimum		20
Maximum		56
Sum		4261

Table 1 describes that the total score of cognitive strategies vacillated from 20 to 56, with a mean of 45.33 and a standard deviation of 4.540. The sum of all the cognitive scores is 4261 from 94 respondents, and the median of the total score of the cognitive strategy is 45.50.

Table 2. The statistical score of Listening Questionnaire (LSQ) of metacognitive strategy

Metacognitive		
N	Valid	94
	Missing	0
Mean		15.50
Median		16.00
Mode		17
Std. Deviation		2.719
Minimum		7
Maximum		20
Sum		1457

Table 2 describes that the total score of metacognitive strategy vacillated from 7 to 20, with a mean of 15.50 and a standard deviation of 2.719. The sum of all the metacognitive scores is 1457 from 94 respondents, and the median of the total score of the cognitive strategy is 16.00.

Table 3. The statistical score of Listening Questionnaire (LSQ) of social/affective strategy

Social/Affective		
N	Valid	94
	Missing	0
Mean		15.40
Median		15.50
Mode		16
Std. Deviation		2.147
Minimum		8
Maximum		20
Sum		1448

The third table is Table 3 describes that the total score of social/affective strategy vacillated from 8 to 20, with a mean of 15.40 and a standard deviation of 2.147. The sum of all the social/affective scores is 1448 from 94 respondents, and the median of the total score of the social/affective strategy is 15.50.

Table 4. The statistical score of Listening Comprehension

UKBing Score		
N	Valid	94
	Missing	0
Mean		51.45
Median		51.00
Mode		50
Std. Deviation		7.393
Minimum		35
Maximum		65
Sum		4836

In this study, Table 4 shows the total score for listening comprehension using the UKBIng (Uji Kemampuan Berbahasa Inggris) listening score. The score that had the smallest numerical value was 35 and the score that achieved the largest value was 65, with a mean of 51.00 and a standard deviation of 7.393. The sum of all the social/affective scores is 4836 from 94 respondents, and the median of the total score of the social/affective strategy is 51.00. The result of the ascended score was then grouped into the Common European Framework of Reference (CEFR) to generate a generalization of 4 students in each group. The CEFR is recognised all across the world benchmark for defining language proficiency. Language proficiency is assessed using a six-point scale, ranging from A1 for beginner learners to C2 for learners who have achieved mastery in the language. This facilitates the assessment of various qualifications for individuals engaged in language teaching and testing, including teachers and learners. The following table shows the spreading that took place:

Table 5. The Distribution of Listening Comprehension

Score Interval	Category	Frequency
64-68	C1 (Advanced)	2
54-63	B2 (Upper Intermediate)	34
47-53	B1 (Intermediate)	40
38-46	A2 (Elementary)	18

3.1.2. Validity Analysis

An evaluation of the instrument's validity was done used SPSS 22 software program in order to confirm its validity. According to the outcome of the validity test, each item in the listening strategy questionnaire was determined to be valid. After determining the validity of the data, the present study author is attempting to determine the reliability of the data. A reliability assessment was also completed to determine whether the data were reliable. The results of the validity and reliability tests are presented in Tables 6 and 7.

Table 6. Validity Analysis

		N	%
Cases	Valid	94	100.0
	Excluded	0	.0
	Total	94	100.0

As stated in the preceding table, the total number of samples (N) for this study was 94 people, and since every question was completed, the percentage of valid data is 100%.

3.1.3. Reliability Analysis

The following test was the examination of the reliability of the data that was obtained. This test was carried out to determine whether or not the questionnaire employed in this study can be relied upon. The results of the test have been calculated using the SPSS 22 software program and are presented in the table that can be found below.

Table 7. Reliability Statistics

Cronbach'sAlpha	N of Items
.821	25

The preceding table on reliability displays its results the Cronbach's alpha's value for all 25 items of the questionnaire. To conclude whether the questionnaire is reliable or not, it can be seen based the Cronbach's alpha's value received. It is considered as a reliable questionnaire if the Cronbach's alpha's value is 0.70 and above (van Griethuijsen et al. 2015). From the test shown, it can be said that all of the items in the questionnaire are considered reliable since they have a Cronbach's alpha of 0.821 (0.821 > 0.70).

3.1.4. Independent Samples T Test Analysis

After all the tests, the present study investigated the research questions. The first question asked is: "Are there apparent differences in the listening strategies employed by female and male students in the context of English Language Education (ELE)?". The present study aimed to examine the central tendency of the strategy employed by the majority of students in cohort 2021 between female and male ELE students. The present study then obtains statistical data. using an independent sample T test in the SPSS 22 software program, and the result in the table is as follows:

Table 8. Independent Samples T-Test

Listening Strategies	Gender	Mean	Mean Differences	Sig.(2) tailed
Cognitive	Female	3.17	.174	.077
	Male	3.00		.004
Metacognitive	Female	3.10	.221	.116
	Male	2.88		.148
Social/Affective	Female	3.16	.239	.027
	Male	2.92		.018

Based on the statistical data presented above, cognitive strategy obtained the highest mean score among female students, at 3.17. Then, the cognitive strategy also obtained the highest mean score among the male students, which was 3.00. According to the data, the largest difference among the three strategies is observed in the social/affective strategy, with a mean difference of 0.239. On the other hand, the cognitive strategy exhibits the smallest difference, with a mean difference of 0.174. The implication can be reached that learners tend to primarily employ cognitive strategies rather than metacognitive and social/affective strategies to improve their listening skills. From the findings, it was found that the sig. (2) tailed from male students in cognitive strategies was 0.004 and indicated a significance difference because it was less than

0.05 (sig. (2) tailed < 0.05). However, the rest of the sig. (2) tailed findings, which are cognitive strategies from female students, metacognitive strategies from male and female students, and social/affective strategies from male and female students, did not indicate the significance of those differences because the sig. (2) tailed result was more than 0.05 (sig. (2) tailed > 0.05). Based on the previous findings in the present study, the use of strategies in learning listening skills by female and male ELE student cohorts in 2021 in one of the public universities in East Java has no significant difference. Although the sig. (2) tailed score from male students in cognitive strategies indicated a significant difference, the score from the female students was not significant because only one of them achieved a significant difference score, so therefore it was concluded that the results were not significant differences.

3.1.5. Spearman's rho Analysis

Table 9. Spearman's rho Analysis

		UKBIngScore	Questionnaire Score
Spearman'srho	UKBIng Score Correlation Coefficient	1.000	.311**
	Sig. (2-tailed)	.	.002
	N	94	94
QuestionnaireScore	Correlation Coefficient	.311**	1.000
	Sig. (2-tailed)	.002	.
	N	94	94

The last test that the present study author did was Spearman's rho test. The present study used Sperman's rho test because of the ordinal variables or continuous data that failed to meet the assumptions required for Pearson's product-moment correlation (Laerd Statistics, 2020). This test aims to find out the answer to a correlation between the learning strategies for listening that are employed by ELE students' and their proficiency in a foreign language. The statistical findings are presented in Table 8, which includes two variables: the score obtained from the LSQ and the score achieved in listening comprehension (UKBIng) from the sample of 94 students. In general, the learning strategies that ELE students employed have a significant correlation with their listening proficiency, with a sig. (2-tailed) of 0.002 because it is smaller than the 0.05 level

of significance. It can be considered that the null hypothesis is rejected, which translates to there is a correlation between ELE students' listening strategies and their listening proficiency. This indicates that the strategies have an impact on and contribute to the student's listening proficiency.

Table 10. Spearman rho Correlation Value Interpretation

Correlation Coefficient Value	Interpretation
0.00-0.25	Very weak correlation
0.26 - 0.50	Fair or moderate correlation
0.51 - 0.75	Strongly considerable high correlation
0.76 – 0.99	Very strongly considerable high correlation
1.00	Perfect correlation

As demonstrated in Table 9 (Senthilnathan, 2019) above, the correlation between listening strategy score and listening proficiency among students is 0.311**. The r value of 0.311** can also be used to demonstrate the degree of correlation between two variables. The correlation coefficient of 0.311**, discovered in the range of 0.26 to 0.50, can be interpreted as a fair or moderate correlation.

3.2. Discussion

The present study, which has been described in the preceding section, focuses on the differences in the use of listening strategies between genders and examines whether the students' listening proficiency and the listening strategy that the students employed have a correlation. The results show that two findings were made. The strategy that had a high score for the female students was cognitive strategy. Then the strategy that had a high score for the male students was also a cognitive strategy. It means the students of both genders used cognitive strategy as the most common strategy that they used. This finding is in line with some studies by Seri, Boroujeni, and Hesabi (2012) that also found that the most common strategy that the participant used was cognitive strategy, and social/affective was the least common strategy that the participant used. In line with that, Mohseny and Raesi (2009) also found that cognitive methods were utilized by the participants more frequently than any other sort of strategy, and the least frequently were social/affective strategies. Kassem (2014) also discovered cognitive strategies more frequently used by students. Concluding from the previous study means the present study supports the previous study. However, several additional studies have indicated that metacognitive strategies were identified as the most frequent among English language learners, with cognitive and social/affective strategies following closely behind (Bidabadi & Yamat, 2011; Mianmahaleh & Rahimy, 2015). The study determines that cognitive and metacognitive strategies are the most frequently favored by EFL learners, taking turns in popularity. Social/affective strategies are consistently chosen as the last ones. The popularity of cognitive strategies in this study may be attributed to the widespread usage of inferencing and dependence on prior knowledge. However, it is the task of teachers or lecturers to teach other strategies, as there are many more strategies that learners can learn and employ in addition to cognitive strategies.

Furthermore, the present study found the cognitive strategies of male students indicated a significant difference because the result of sig (2) tailed was less than 0.05. However, the rest of the sig. (2) tailed findings did not indicate the significance of those differences because the sig. (2) tailed result was more than 0.05. It is possible to conclude that the use of strategies in learning listening skills by the female and male ELE student cohort in 2021 in one of the public universities in East Java has no significant. This finding answers the first research question "Are there apparent differences in the listening strategies employed by female and male students in

the context of English Language Education (ELE)?". This finding is supported by some studies (Dölek, 2022; Ridha, Daghir, & Abid, 2010). They found that gender differences didn't affect the listening strategies that students used. Hidayanti and Umamah (2019) also found that female students did not utilize methods that were significantly different from those used by male students. Mohseny & Raesi (2009) also found that no relationship was found between the gender of the participants and their listening strategy use. However, different from the present study, some studies Mianmahaleh and Rahimy (2015), Teshome (2007), and Zuhairi and Hidayanti (2014) found that listening strategies and students' preferences can be affected by gender differences. Zuhairi and Hidayanti (2014) found that there are significant gender differences in how intensively each gender uses various categories of overall strategy. Mianmahaleh and Rahimy (2015) also conducted a study to identify listening strategies between genders. The present study finds that there appears to be a relationship between the number of listening strategies that are used and the difference that can be seen between male and female listeners when it comes to implementing listening strategies.

The second research question in the present study is, "Is there a correlation between English Language Education (ELE) students' listening learning strategies employed and their proficiency in a foreign language?". Based on this research question, actually, at the beginning of the research, it was supposed to find the correlation between gender, however, the genders of the participants were not evenly distributed, with the number of female respondents being 69 and the number of male respondents being only 25. The decision was made to determine the overall correlation among the 2021 ELE student cohort after the author of the present study attempted to compute the correlation between genders using SPSS 22 program software and found no significant findings. Then, SPSS 22 program software was used to answer the second research question. It was found a correlation between the listening learning strategies employed by ELE students using spearman rho to find the result with two variables: the listening strategies questionnaire score and the listening proficiency UKBIng score among 94 participants. The learning strategy has a significant correlation with listening proficiency, with a sig. (2-tailed) of 0.02. The listening strategy has a significant correlation with listening proficiency because the number of Sig. (2-tailed) is smaller than 0.05 levels of significance. Thus, the correlation coefficient of the present study is 0.311**, discovered in the range of 0.26 to 0.50, which can be interpreted as a fair or moderate correlation. It means the strategies contribute to and influence the student's listening achievement. Some studies (Bidabadi & Yamat, 2011; Kassem, 2014; Mohseny & Raeisi, 2009; Yulisa, 2018; Zuhairi & Hidayanti, 2014) supported this finding. The results reveal a significant correlation between listening strategies and listening proficiency or skills. Zuhairi and Hidayanti (2014) found that the three strategies had positive and significant effects on students' listening proficiency. Kassem (2014) discovered that there was a strong correlation between listening strategies and listening proficiency. Last, Yulisa (2018) discovered that there exists a positive correlation between listening comprehension and overall strategy utilization. From the previous studies and the present study, it is clear that learners' listening strategies have an impact on their listening proficiency. Additionally, students will comprehend listening passages more easily when they employ the appropriate listening strategies.

4. Conclusions

Based on the present study, two main findings emerge. Firstly, gender differences in the use of learning strategies for listening skills among ELE students from 2021 at a public university in East Java were found to be insignificant, with both male and female students predominantly employing cognitive strategies, as indicated by a significance value greater than 0.05. Secondly,

a significant correlation was found between the learning strategies used by ELE students and their listening proficiency, with a correlation coefficient of 0.311** and a significance score of 0.002. This suggests that the strategies employed by ELE students are related to their proficiency in listening skills. The study fills a gap by focusing on English Language Education (ELE) students in Indonesia, as opposed to previous studies that were conducted outside Indonesia and often involved general EFL learners. The study has some limitations, including a limited sample size and the use of only online questionnaires. Future research should aim to include a larger and more diverse sample, incorporate additional instruments for data collection, and consider qualitative research methods to provide deeper insights. Further studies could also explore effective teaching strategies for cognitive skills and consider expanding beyond cognitive strategies to enhance the listening skills of learners. These suggestions aim to support future researchers in conducting more robust and credible studies with improved methodologies.

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